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Calendar for 1885-6.

1885.

Fall Term begins Thursday, - - - - - - September 17

Continues fourteen weeks.

Fall Term ends Wednesday, - - - - - - - December 23

HOLIDAY VACATION OF TWO WEEKS.

1886.

Winter Term begins Tuesday, - - - - - - - January 5

Continues eleven weeks.

Winter Term ends Wednesday, - - - - - - - March 17

SPRING VACATION OF ONE WEEK.

Spring Term begins Thursday, - - - - - - - March 24

Continues eleven weeks.

Baccalaureate Sermon, Sunday, A. M., - - - - - June 6

Sermon before Y. M. and Y. W. C. A.'s, Sunday evening, June 6

Address before the Alumni, Monday evening, - - - June 7

Annual Meeting of the Board, Tuesday A. M., - - June 8

Address before the Literary Societies, Tuesday P. M., - June 8

Commencement Exercises, Wednesday, A. M., - - June 9

SUMMER VACATION FOURTEEN WEEKS.

Fall Term begins Thursday, - - - - - - September 15

Continues fourteen weeks.

P 6533

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Rev. S. WEST,	Pella.
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Rev. J. W. BURR,	Geneva, Neb.
Prof. R. H. TRIPP,	Pella.
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JOHN NOLLEN, Esq.,	Pella.
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Hon. J. W. HARVEY,	Leon.
Capt. W. BLAIN,	Knoxville.
Rev. W. H. DORWARD,	Pella.

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*_____
Hornish Professorship of Natural Science.

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Chancellor.

REV. W. H. DORWARD, M. A.,
Financial Agent.

FREDERICK HALL,
Librarian and Secretary of the Faculty.

* The Hornish Professorship is temporarily vacant.

General Statements.

Colleges are growths. Time is a factor in their development. In our new country, a quarter of a century gives prestige to any enterprise. This University is now in its THIRTY-THIRD year, having been founded A. D. 1853. It is one of the two or three oldest colleges in the State of Iowa, and for several years it has been doing full college work, with the four classes regularly matriculated and advanced to graduation. It has also a Preparatory Academic department.

The patronage of the University represents several of the rapidly growing States west of the Mississippi and also Wisconsin. These States, which naturally constitute its field, already represent a population of many millions. This institution is girding itself with new power, and increasing its facilities to give higher Christian learning to the thousands of young men and young women in this wide field.

LOCATION.

The College is located in one of the most healthy cities of Iowa, in the midst of an intelligent, industrious and order-loving people, apart from the dissipating influences of larger centers of trade and population.

That such a location is most eligible for purposes of disciplinary study is generally conceded; at the same time the cost of board and incidentals to students, and all family expenses to those who wish to educate their children, are very much less than in larger cities.

The College in all its departments will aim to give liberal disciplinary culture rather than extensive practical and professional learning. Its course of study has been rearranged with this object in view. Christian culture in its broadest sense—mental, moral, social—is the true end of the Christian College.

The experience of the past has clearly shown that this end is most satisfactorily reached by a curriculum of studies properly arranged and graded, which includes a protracted course in the classic languages, a severe drill in the pure and applied mathematics, a general introduction to physical science, and at least a *resume* of higher philosophy.

This in general constitutes the work to be done in the regular course of the college curriculum. All students will be advised and encouraged to enter upon one of these regular courses of study and pursue it to the end. At the same time the necessities of each individual student will be taken into account, and generous latitude allowed in the election of studies.

THE FACULTY OF INSTRUCTION.

The government of the Central University calls attention to the strong Faculty who occupy its chairs of instruction.

The organization of the College and its curricula of studies contemplate at least seven distinct professorships. Six of these chairs are now filled, including that of President.

The members of the Faculty are mature and experienced educators, with reputations already established.

With such knowledge and ability in the several departments of instruction, the government of the University feels safe in promising good, thorough, honest work.

THE FINANCIAL MANAGEMENT.

The question of finance touches the College at a vital point. All education is largely eleemosynary. No first-class institution of learning can live on its income from tuitions. Endowments are a necessity. How to raise and how to administer such endowment funds is the practical question in establishing and carrying forward all these educational enterprises.

All funds belonging to the University are invested by the Chancellor, with the approval and consent of the Executive Committee, and no donations, legacies or devises of property will be misapplied or administered contrary to the purpose or intent of the benefactor.

PLAN OF THE INSTITUTION.

As at present organized the University includes a regular classical College with its courses of study and accessories covering four years, and an Academic department of three years in which students receive a thorough preparation for College, or for teaching and ordinary business.

The aim is to make the Academic department a feeder of the College. At the same time we offer to students in the lower grades the best Academical advantages, and allow as large liberty as is consistent in the selection of studies. But we do not encourage superficiality by advertising an imposing array of short courses and by promising diplomas which mean nothing.

RELIGIOUS STATUS.

This University was founded by religious men in the interest of distinctively Christian education. It is here believed and taught that all truth rests ultimately in the *fiat* of a personal God, and that the best learning is that which recognizes Him in His personal relations with men—that the highest culture is that which involves the heart as well as the intellect, and that the noblest and best life is a life of faith in Jesus Christ.

The College has been uniformly marked in its religious influence. The whole community in the midst of which it is located is notably religious, Sabbath-loving, and church-going. The moral atmosphere is warm and invigorating. College branches of the Young Men's and Young Women's Christian Associations maintain a daily prayer-meeting and two classes for Bible study, and throw around all new students as they come to us, the arms of their influence to encourage, to draw, to win to the higher life.

The Academic Department.

PURPOSE AND PLAN.

In this department is furnished, first, a thorough preparation to those who propose to enter either the Classical, the Philosophical, or the Scientific Course in the College; and, second, a course of practical and disciplinary study to those who can go no further.

Students who complete the course of instruction in this department, and pass the final examinations, receive a certificate which entitles them to admission to the College, and which, for those who do not enter the College, is equal to a High School diploma of high grade.

The courses of study in this department have been arranged and extended so as to cover three years. It is thought that if we would offer to our young people as thorough an education at home in the West as they get in the older institutions of the East, we must at least allow them as much time. The best Academies and Preparatory Schools of the East are now giving four full years to their College preparatory classes. The Colleges of the West cannot take rank with those of the older States without requiring fuller preparation in the elements than can be acquired by the average student in two years.

In the English course, Electives take the place of Latin.

The following Conspectus will show the parallel courses in the three years' Academic department:

Conspectus of Academic Studies.

		CLASSICAL COURSE.		PHILOSOPHICAL COURSE.	
FIRST YEAR.	Fall.	1. English. Grammar.	*5	1. Mathematics. Higher Arithmetic.	*5
		2. Latin—Harkness' Grammar and Jones' Lessons.	5	2. Latin. Grammar and Lessons.	5
		3. Mathematics. Higher Arithmetic.	5	3. English. Grammar.	5
	Winter.	1. English. Grammar and Geography.	5	1. Mathematics. Higher Arithmetic.	5
		2. Latin. Grammar and Lessons—Continued.	5	2. Latin. Grammar and Lessons.	5
		3. Mathematics. Higher Arithmetic.	5	3. English. Grammar and Geography.	5
	Spring.	1. Analysis.	5	1. Mathematics. Higher Arithmetic.	5
		2. Latin. Cæsar. Jones' Prose Com.	5	2. Latin. Cæsar. Prose Composition.	
		3. Mathematics. Higher Arithmetic.	5	3. Analysis.	5
SECOND YEAR.	Fall.	1. Latin. Cæsar. Prose Composition.	5	1. Mathematics. Algebra.	
		2. Elementary Rhetoric.	5	2. Elementary Rhetoric.	5
		3. Mathematics. Algebra.		3. Latin. Cæsar. Prose Composition.	5
	Winter.	1. Latin. Cæsar. Latin Prose.	5	1. Mathematics. Algebra.	5
		2. Physiology.	5	2. Latin. Cæsar. Latin Prose.	5
		3. Mathematics. Algebra	5	3. Science. Physiology.	5
	Spring.	1. Latin. Cicero. Latin Prose.	5	1. U. S. History.	5
		2. U. S. History.	5	2. Latin. Cicero—Continued.	5
		3. Physical Geography.	5	3. Physical Geography.	5
THIRD YEAR.	Fall.	1. Latin. Virgil. Roman Mythology.	5	1. Science. Natural Philosophy.	5
		2. Greek. Grammar and Lessons.	5	2. Latin. Virgil. Roman Mythology.	5
		3. Natural Philosophy.	5	3. General History.	5
	Winter.	1. Latin. Virgil. Latin Prosody.	5	1. Mathematics. Geometry.	5
		2. Greek. Grammar and Lessons.	5	2. Science. Civil Government.	5
		3. Mathematics. Geometry.	5	3. Latin. Virgil. Latin Prosody.	5
	Spring.	1. Latin. Virgil. History of Rome.	5	1. Mathematics. Geometry.	5
		2. Greek Grammar and Anabasis.	5	2. Botany.	5
		3. Mathematics. Geometry.	5	3. Latin. Virgil. History of Rome.	5

*The figures signify the number of recitations per week.

Collegiate Department.

COURSES OF INSTRUCTION.

These have been rearranged and made full and comprehensive in all branches of study. Three courses are offered, leading to the degrees of *Bachelor of Arts*, *Bachelor of Philosophy* and *Bachelor of Science*. These courses are parallel, and of equal length and fullness.

I. The Classical Course for the degree of B. A.

II. The Philosophical Course for the degree of B. Ph.

III. The Scientific Course for the degree of B. S.

I. THE CLASSICAL COURSE.

This course has been carefully revised and enlarged, so as to embrace substantially the work done in the best colleges of the country. It covers the usual four years, and aims at solidity and breadth. Special attention is given during the Freshman and Sophomore years to language and mathematics; during the Junior and Senior years, to physical science and philosophy.

The course of the first two years is fixed, all the studies being required. In the Junior and Senior years, some variation is allowed by offering some elective studies. This provision of the course will be extended, as the chairs of instruction shall be filled so as to allow it.

II. THE PHILOSOPHICAL COURSE.

This embraces all the studies of the classical course, with the exception of the Greek Language, in place of which Higher English, Natural and Physical Science and Modern Languages are substituted. Elective studies are also offered in this course.

III. THE SCIENTIFIC COURSE.

The course requires four years' work, comprising most of the English studies in the Classical and Philosophical courses with Electives to make a complement of work.

PARTIAL COURSES.

While advising all students who possibly can do so to take one of the full courses of study, yet any student who from any cause cannot take a full course will be allowed to enter any class for which he is prepared, and to pursue a partial and elective course without receiving a degree. Such students will be ranked according to their advancement, and will be accorded all the accessory privileges of the College.

ART DEPARTMENT.

While giving large attention to the fundamental branches of a liberal education, the College will not ignore those ornamental accomplishments so desirable at the present time. Instrumental music, including thorough bass and composition, is taught, and also vocal music, including vocal culture. A department of Drawing and Painting has also been organized, with Mr. G. H. Nollen, an eminent artist, as Instructor.

NORMAL DEPARTMENT.

Persons wishing to become teachers, will receive thorough instruction in all branches requisite for a *State Certificate*, and either of our College courses embraces all the branches required by the State of Iowa for a *State Diploma*.

BUSINESS DEPARTMENT.

The work of this department may be finished in one year, if the student is sufficiently advanced. It comprises Book-keeping, Arithmetic with applications to Business, English Grammar and Analysis. Also some study in Science. No man

is fitted for business unless he can write correctly. He should at least thoroughly master our preparatory English course.

REQUIREMENTS OF ADMISSION.

All candidates for admission to the College courses must bring satisfactory testimonials of moral character.

Students who have passed through the regular preparatory Academic course in the University will be admitted *in course* to the Freshman Year in the College.

Those who come from High Schools and bring with them accredited markings from their Superintendent or Principal, will be admitted without examination.

Stated in general, the requirements for the Freshman Class will be as follows:

English.—The Common branches—Grammar, Geography, American History.

Mathematics.—The whole of Arithmetic, Algebra to Quadratic Equations, and six books of Geometry.

Latin.—Grammar and Lessons, two books of Cæsar, four Orations of Cicero, four books of Virgil's Æneid, Prose Composition.

Greek.—Grammar and Lessons, two books of Xenophon's Anabasis.

In the Philosophical course candidates for admission to the Freshman Class must be prepared in English studies, Latin and Mathematics, the same as in the Classical Course, together with the elements of Natural Philosophy, Physical Geography, and Physiology. In the Scientific Course the Latin may be omitted.

Courses of Instruction.

I. CLASSICAL.

FRESHMAN YEAR.

First Term.

1. **Greek.**—(*a*) Greek Historians. (*b*) Jones' Greek Prose Composition. *Five hours a week.*
2. **Latin.**—(*a*) Cicero–De Amicitia. (*b*) Jones' Latin Composition. *Five hours a week.*
3. **Mathematics.**—Geometry, Wentworth. *Five hours a week.*
4. **Elocution.**—Lectures and Exercises. *One hour a week.*

Second Term.

1. **Greek.**—(*a*) Homer's Iliad. (*b*) Greek Prose Composition. *Five hours a week.*
2. **Latin.**—(*a*) Cicero de Senectute, and Ovid. (*b*) Latin Composition. *Five hours a week.*
3. **Mathematics.**—Algebra, Wells. *Five hours a week.*
4. **Elocution.**—Lectures and Exercises. *One hour a week.*

Third Term.

1. **Greek.**—(*a*) Homer's Iliad. (*b*) Greek Prose Composition. *Five hours a week.*
2. **Latin.**—(*a*) Horace, Odes. (*b*) Exercises in Latin Prosody. *Five hours a week.*
3. **Mathematics.**—Algebra, Wells, concluded. *Five hours a week.*
4. **Elocution.**—Lectures and Exercises. *One hour a week.*

SOPHOMORE YEAR.

First Term.

1. **Greek.**—(*a*) Lysias. (*b*) Smith's History of Greece. *Five hours a week.*
2. **Latin.**—Horace, Satires and Ars Poetica. *Four hours a week.*
3. **Mathematics.**—Trigonometry. *Four hours a week.*
4. **Rhetoric.**—(*a*) Text Book, D. J. Hill's Elements. (*b*) Essays. *Two hours a week.*

Second Term.

1. **Latin.**—(*a*) Tusculan Disputations. (*b*) History of Rome. *Five hours a week.*
2. **Mathematics.**—Analytics, optional with Metrical Geometry. *Four hours a week.*
3. **Geology.**—(*a*) Text Book, Dana. (*b*) Lectures and Explorations. *Four hours a week.*
4. **Rhetoric.**—(*a*) Text Book, D. J. Hill's Elements. (*b*) Essays. *Two hours a week.*

Third Term.

1. **Greek.**—Demosthenes, De Corona. *Four hours a week.*
2. **Mathematics.**—Analytics, optional with Surveying. *Four hours a week.*
3. **Chemistry.**—(*a*) Elliot and Storer. (*b*) Lectures and Experiments. *Five hours a week.*

JUNIOR YEAR.

First Term.

1. **Latin.**—Tacitus or Pliny. *Four hours a week.*
2. **Physics.**—(*a*) Mechanics and Hydrostatics. (*b*) Lectures and Experiments. *Five hours a week.*
3. **German.**—Sheldon's Grammar, Reader. *Four hours a week.*
4. **Rhetoric.**—(*a*) D. J. Hill's Science of Rhetoric. (*b*) Essays. *Two hours a week.*

Second Term.

1. **Astronomy.**—Text Book, Newcomb and Holden. *Four hours a week.*
2. **Physics.**—(*a*) Acoustics, Optics and Electricity. (*b*) Lectures and Experiments. *Five hours a week.*
3. **German.**—Select Readings. *Four hours a week.*
4. **Rhetoric.**—(*a*) D. J. Hill's Science of Rhetoric. (*b*) Essays. (*c*) Study of Authors. *Two hours a week.*

Third Term.

1. **Greek.**—Plato. *Four hours a week.*
2. **Astronomy.**—Completed. *Four hours a week.*
3. **Logic.**—(*a*) Jevons. (*b*) Sir William Hamilton. *Four hours a week.*
4. **German.**—(*a*) Select Readings. (*b*) Composition. *Three hours a week.*

SENIOR YEAR.

First Term.

1. **Psychology.**—(*a*) Text Book, Elements of Intellectual Science. (*b*) Sir William Hamilton's Lectures on Metaphysics. (*c*) Essays and Discussions by the class. *Four hours a week.*
2. **English Literature.**—(*a*) Text Book, Shaw. (*b*) Readings from Authors. *Three hours a week.*
3. **Political Economy.**—*Four hours a week.*
4. **Elective.**—(*a*) French. (*b*) Didactics. *Four hours a week.*

Second Term.

1. **Psychology.**—(*a*) Elements. (*b*) Readings from Hamilton and others. (*c*) Theses by the class. *Four hours a week.*
2. **Evidence of Christianity.**—(*a*) Hopkins' Lectures. (*b*) Readings. *Three hours a week.*
3. **English Literature.**—*Two hours a week.*
4. **General History.**—*Two hours a week.*
5. **Elective.**—(*a*) French. (*b*) Didactics. *Four hours a week.*

Third Term.

1. **Moral Philosophy.**—(*a*) Text Book, Calderwood. (*b*) Lectures and Discussion. (*c*) Theses on Philosophical Subjects by the class. *Four hours a week.*
2. **Science of Government.**—*Three hours a week.*
3. **Botany.**—*Four hours a week.*
4. **Elective.**—(*a*) French. (*b*) International Law. (*c*) History of Civilization.

Music and Drawing may be pursued electively, and allowance will be made for these branches, not, however, to impair the essential integrity of the regular courses of study.

It is expected that in choosing electives, the classes will generally elect *as a whole* to avoid the multiplication of studies.

The Philosophic and the Scientific Courses differ from the above only in substituting other branches for the Greek in the former and for Latin and Greek in the latter, and will be sufficiently indicated by the following Conspectus.

Conspectus of College Studies.

		CLASSICAL COURSE.		PHILOSOPHICAL COURSE.	
FRESHMAN YEAR.	Fall.	1. Greek. Historians. Prose Comp.	*5	1. Mathematics. Geometry—(finished).	5
		2. Latin. De Amicitia.	5	2. Latin. De Amicitia.	5
		3. Mathematics. Geometry—(finished).	5	3. French. Otto's Grammar.	5
		4. Elocution.	1	4. Elocution.	1
	Winter.	1. Greek. Homer. Prose Comp.	5	1. Mathematics. Algebra.	5
		2. Latin. De Senectute. Ovid.	5	2. Latin. De Senectute.	5
		3. Mathematics. Algebra.	5	3. French.	5
		4. Elocution.	1	4. Elocution.	1
	Spring.	1. Greek. Homer. Prose Comp.	5	1. Mathematics. Algebra—(finished).	5
		2. Latin. Horace. Latin Prosody.	5	2. Latin. Horace. Latin Prosody.	5
		3. Mathematics. Algebra—(finished).	5	3. French.	5
		4. Elocution.	1	4. Elocution.	1
SOPHOMORE YEAR.	Fall.	1. Greek. Lysias.	5	1. Mathematics. Trigonometry.	4
		2. Latin. Horace. Ars Poetica.	4	2. French.	4
		3. Mathematics. Trigonometry.	4	3. Latin. Horace. Ars Poetica.	4
		4. Rhetoric. Elements.	2	4. Rhetoric. Elements.	2
	Winter.	1. Latin. Tusculan Questions.	5	1. Mathematics. Analytics, or Metrical Geometry.	4
		2. Mathematics—Analytics, or Metrical Geometry.	4	2. Latin. Tusculan Questions.	5
		3. Geology.	4	3. Geology.	4
		4. Rhetoric. Elements.	2	4. Rhetoric. Elements.	2
	Spring.	1. Greek. Demosthenes de Corona.	4	1. Mathematics. Analytics, or Surveying.	4
		2. Mathematics. Analytics, or Surveying.	4	2. French.	4
		3. Chemistry.	5	3. Chemistry.	5
		4. Rhetoric. Elements.	2	4. Rhetoric. Elements.	2

*The figures signify the number of recitations per week.

Conspectus of College Studies--Continued.

		CLASSICAL COURSE.		PHILOSOPHICAL COURSE.	
JUNIOR YEAR.	Fall.	1. Latin. Tacitus, Pliny.	*4	1. Physics. Mechanics, etc.	5
		2. Physics. Mechanics, etc.	5	2. Latin. Tacitus. Pliny.	*4
		3. German. Grammar and Reader.	4	3. German. Grammar and Reader.	4
		4. Logic. Jevons.	2	4. Logic. Jevons.	2
	Winter.	1. Astronomy.	4	1. Astronomy.	4
		2. Physics. Acoustics, etc.	5	2. Physics. Acoustics, etc.	5
		3. German. Select Readings.	4	3. German. Select Readings.	4
		4. Logic. Jevons.	2	4. Logic. Jevons.	2
	Spring.	1. Greek. Plato's Apology.	4	1. Astronomy.	4
		2. Astronomy.	4	2. Zoology.	4
		3. Science of Rhetoric.	4	3. Science of Rhetoric.	4
		4. German. Select Readings.	3	4. German. Select Readings.	3
SENIOR YEAR.	Fall.	1. Psychology.	4	1. Psychology.	4
		2. English Literature. Readings.	3	2. English Literature. Readings.	3
		3. Political Economy.	4	3. Political Economy.	4
		4. Elective. French or Didactics.	4	4. Elective. French or Didactics.	4
	Winter.	1. Psychology.	4	1. Psychology.	4
		2. Evidences of Christianity.	3	2. Evidences of Christianity.	3
		3. General History.	2	3. General History.	2
		4. English Literature.	2	4. English Literature.	2
		5. Elective. French or Didactics.	4	5. Elective. French or Didactics.	4
	Spring.	1. Moral Science. Calderwood.	4	1. Moral Science. Calderwood.	4
		2. Science of Government.	3	2. Science of Government.	3
		3. Botany.	4	3. Botany.	4
		4. Elective. French. History of Civilization International Law.	4	4. Elective. French. History of Civilization. International Law.	4

*The figures signify the number of recitations per week.

Text Books.

The following list comprises the Text Books now in use in the different branches of study, together with such books of reference as are recommended for collateral helps. The books required for class-room use are marked (a); those for reference are marked (b). Only the class-room books are absolutely necessary for the student; the reference books will in part be found in the Library, and others will be furnished by the Faculty. Some of these, however, it would be well for the student himself to own for constant reference.

The class-room books may be changed occasionally to suit the wants of the class, or the decided preference of the instructor.

English Language and Literature:

(*a*) Grammar, *Reed & Kellogg.* Rhetoric, *D. J. Hill.* English Literature, *Shaw.* Pamphlet Selections from Shakespeare, *Hudson.* Pamplet Selections—Prose and Poetry, *Hudson.*

(*b*) Grammar of English Grammars, *Goold Brown.* Elements of Rhetoric, *Blair, DeMille.* English Literature, *Taine.* Manual of English Literature, *Arnold, Morley and Tyler.* Philosophy of English Literature, *Bascom.* Life, Art and Characters of Shakespeare, *Hudson.* Origin and History of the English Language, *Marsh.* The Literature of the Age of Elizabeth, *Whipple.* Dictionary of English Literature, *Adams.* Unabridged English Dictionaries, *Worcester and Webster.*

Latin:

(*a*) Grammar, *Harkness.* Lessons, *Jones.* Prose Composition, *Jones.* Cæsar, Cicero, Virgil, De Amicitia, Livy, Tusculan Disputations, *Chase and Stuart.* Horace, *Lincoln.* Tacitus, *Tyler.* Pliny, Leipzig Ed. Roman History, *Liddell.* Lexicon, *Harpers' Andrews'.*

(*b*) Ancient Atlas, *Ginn and Heath, or Long.* Classical Dictionary, Dictionary of Greek and Roman Antiquities, *Smith.* History

of the Romans, *Merivale*. Latin Grammar, *Roby, Zumpt, Madvig*. History of Roman Literature, *Crowell & Richardson*. Latin Synonymes, *Doederlein*. Prefixes and Suffixes, *Currier*.

GREEK:

(*a*) Grammar, *Hadley*. Lessons, Anabasis, Homer, *Boise*. Prose Composition, *Jones*. Demosthenes, *D'Ooge*. Plato—Apology and Crito, *Tyler*. Lysias, *Whiton*. Selections, *Boise and Freeman*. History of Greece, *Smith*. Lexicon, *Liddell and Scott*.

(*b*) Classical Atlas, *Ginn and Heath, or Long*. Greek Moods and Tenses, *Goodwin*. History, *Curtius and Grote*. Dictionary—Classical and Biographical, *Smith*. Grammar, *Goodwin and Kuhner*. Greek Literature, *Mahaffy*. Studies in Greek Poets, *Symonds*. The New Testament in Greek, *Westcott and Hort*.

GERMAN:

(*a*) Grammar, *Sheldon*. Lexicon, *Whitney, or Adler*. German Classic Texts, *Whitney, or Hart*.

(*b*) German Literature, *Homer*. Studies in German Literature, *Bayard Taylor*. Handbuch der Deutschen Sprache, *Becker*. Geschichte der Deutschen Dichtung. *Roquette*.

FRENCH:

(*a*) Grammar, *Bocher's Otto*. Classic French Reader, *De Fivas*. Philosophe sous les Toits, *Souvestre*. Le Misanthrope, *Moliere*. Athalie, *Racine*. Dictionary, *Gase*.

(*b*) Literature Francaise Classique, Literature Francaise Contemporaire, *Pylodet*.

MATHEMATICS:

(*a*) Arithmetic, Higher, *Ray*. Algebra, *Wells*. Geometry, Trigonometry, *Wentworth*. Surveying, *Davies*. Analytics, *Briggs*. Mechanics, *Kimball's Olmsted*.

(*b*) An excellent Mathematical Library of more than one hundred volumes, selected from the best American and English authors.

PHYSICAL SCIENCE:

(*a*) Physical Geography, *Guyot*. Physiology. Elementary Physics, *Gage*. Chemistry, *Eliot and Storer*. Geology, *Dana*. Zoology, *Nicholson*. Physics, *Kimball's Olmsted*. Astronomy, *Newcomb and Holden*.

(*b*) Dictionary of Scientific Terms, Cooke's New Chemistry, *Putnam's Ed*. Natural Philosophy, *Deschanel*. Human Physiology, *Foster*. Comparative Physiology, *Carpenter*. Zoology, *Packard*.

PHILOSOPHY AND ETHICS:

(*a*) Elements of Mental Science. Elementary Lessons in Logic, *Jevons*. Moral Philosophy, *Calderwood*. Christian Evidences, *Dodge*.

(*b*) Lectures on Metaphysics, Lectures on Logic, *Sir William Hamilton*. The Philosophy of the Human Mind. *Thomas Brown*. History of Philosophy, *Schwelger* (*Seelye*). Moral Science, *Wayland, Haven*. Evidences of Christianity, *Dodge, Wright*. The Theistic Argument, *Diman*.

Political Science:

(*a*) Political Economy. Science of Government, *Alden*. International Law, *Woolsey*. Outlines of History, *Swinton*.

(*b*) Political Economy, *Perry, Smith, Say, De Mille*. Wealth of Nations, *Adam Smith*. The Federalist.

Didactics:

(*a*) Lectures, *Fitch*. Education as a Science, *Bain*.

(*b*) How to Teach, *Riddle*. School Economy, *Wickersham*. School Supervision, *Payne*.

Exposition of the Work of Instruction.

The following exposition will show what is aimed at in the several departments of work. This is the chief point of interest —*what is the work done in the College?* We are now working on the following plan, and in a good measure we are reaching the results aimed at.

I.—Ancient Languages.

1.—*Latin*. A knowledge of the Latin Language is considered essential to liberal learning. It is of equal importance to the classical and to the philosophical student. Hence it is required in both these courses of instruction.

The study of the Latin language and literature extends through the Preparatory course of three years, and the first two years of the College course—in all five years. From the beginning a thorough drill in the principles of construction is insisted upon as fundamental to a correct knowledge of the subject, as well as to rapid progress. To this end a specialty is made of Latin Prose Composition. The general aim is to make the study of this classic tongue conduce, as it is so well fitted to do, to the fullest literary culture; to impart a knowledge of the

various relations between ancient and modern civilization; to give refinement of literary taste, nicety of discrimination, facility of analysis and elegance of expression.

We have found the text-book of Prof. Jones—"Latin Lessons and Latin Prose Composition"—specially well adapted to elementary work; after which students read Cæsar and Cicero with much facility. Special attention is given, in their place, to Ancient Geography, Roman History, and Mythology.

The Roman pronunciation of Latin is used in the University.

2.—*Greek.* The study of the Greek language is considered as hardly less important than that of the Latin. It is the language of Philosophy and Religion. Hence it holds its position in the full Classical course. In the Philosophical course it is allowed to give place to the modern languages and scientific branches. The study of the Greek language and literature extends over two years of the Preparatory and two of the College course.

As in Latin, special attention is paid during the earlier part of the course to the writing of Greek with the accents. In the subsequent work, more attention is paid to the finer points of thought and expression and the peculiarities of Greek Poetry, Art and Philosophy.

The system of pronunciation used is that now adopted by all the higher colleges in the country, viz.: giving the continental sounds to the vowels and diphthongs and putting the *ictus* on the syllable with the written accent.

Large wall maps, in their respective class-rooms, illustrate Roman and Greek Geography.

II.—Modern Languages.

1.—*French.* Hardly less important than the ancient in the line of culture, and often more so in practical utility, are the modern languages of Continental Europe, specially the French and the German. In each of these languages is enshrined a rich store of literature, and as spoken tongues they hold a place in modern civilization second only to the English. Hence room has been made for at least elementary instruction in both these languages in the College curriculum.

The French is taught to the Scientific division of the Freshman class in lieu of the Greek, and the Senior class as a whole may pursue it as an elective.

2.—*German.* The German language is spoken by a very large class in this country. The growing importance of German literature also makes it desirable that an educated man should know something of this rich tongue. Provision is made in this University for the study of this language during the whole of the Junior year in both courses. The method of instruction combines reading, writing and conversation. Students not in the regular courses are allowed to pursue both the French and the German with the classes, if able to do so.

III.—Mathematics.

1.—*Pure.* One whole year is given in the Preparatory course to the study of higher Arithmetic and its applications. This is of the highest practical utility to every student. Beyond this, the study of Mathematics has always been ranked as foremost in the line of mental discipline. We, therefore, provide for a most thorough and systematic course in Algebra, Geometry, Trigonometry, and Analytics or Conic Sections. These studies extend over five years, including the Preparatory and two years of the College course.

Our method of instruction comprises a most thorough classroom drill and written work for criticism by the Professor.

2.—*Applied.* The application of the principles of the higher Mathematics to the great and sublime problems of Nature and Physical Science, is of the utmost consequence. Land Surveys, all branches of Mechanical and Civil Engineering, Navigation, Astronomical Science, and, in fact, all physical investigations, rest in the principles of Mathematics. Hence our instruction in Physics and Astronomy, as well as in Surveying, is mathematical. Only in the Preparatory department do we teach these branches in a simply descriptive way.

A very fine Mathematical Library of more than one hundred volumes of reference has been placed in the Mathematical room by the friends of the department.

IV.—Physical and Natural Science.

These studies are making larger demands on the student's time and attention. We must give them place in our College curricula.

1.—*Physics.* Aside from their Mathematical relations, we aim to give, by the aid of text-books, familiar lectures and experiments, a general knowledge of the subjects of Mechanics, Hydrostatics, Acoustics, Heat, Light, Electricity, etc. To this study is given two full terms of the Junior year. We have some very good Philosophical Apparatus, including a large Telescope, a Microscope of high power, and a fine Electrical Machine.

2.—*Chemistry.* In this very important study we endeavor to give theoretic knowledge of general principles, and such applications and illustrations as we are able with a full set of chemical apparatus and the usual outfit of chemicals.

It is our purpose to give fuller laboratory work in Quantitative and Qualitative Analysis, etc., when our facilities shall allow.

3.—*Natural Sciences.* Astronomy, Geology, Zoology and Botany have full time in our curriculum; and in each of these branches we teach by induction, bringing the facts before the student's own eye, and then allowing him to generalize for himself.

V.—English Language and Literature.

1.—*English Grammar.* This branch is taught in the Preparatory department, both analytically and synthetically. The aim is to impart a knowledge of the use of words and the structure of sentences. A text-book is used as a guide to technicalities, but the reading and analysis of standard authors is made a prominent exercise.

2.—*Rhetoric.* The higher principles of English Composition, and the cultivation of a correct style, are matters of immense practical importance to the educated man. Too often College graduates know more of the structure of the Latin or Greek than of their own tongue. We have made a specialty of distributing the subject of Rhetoric and English Literature through the last three years of the College courses. By so doing, we are able to do an amount of work in themes not

otherwise possible. The Elements of Rhetoric are pursued through the Sophomore year, with exercises and essays; and the Science of Rhetoric, in its higher applications, with themes and readings, is continued through two terms of the Junior year.

3.—*English Literature.* We ought to know our own standard authors. We can know them in no other way so well as by a *personal acquaintance* with their writings. Hence this branch of study is pursued by our Senior Class, not in the mechanical and skeletonlike method of a text-book, but by somewhat extended readings from the authors themselves. In this way the class reads essays from Addison and Bacon, plays from Shakespeare, selections from the earlier and later poets, and from works in History and Fiction. Themes are also required in connection with this study.

VI.—Philosophy.

1.—*Logic.* The laws of thought are closely connected with the laws of language, and form a basis on which all language is constructed. And so we give to Logic its accustomed place in our curriculum. *How to think* is the great desideratum in education.

2.—*Psychology.* The Science of Mind is fundamental to all other sciences. The great underlying questions of the time are those which treat of physiological and psychological subjects in their relations and interdependencies. In consideration of its importance and difficulty, the study of Psychology is made the leading work of the Senior year. Two full terms are given to it. A text-book is used, supplemented by lectures, with somewhat wide collateral reading. The aim is that the student shall gain breadth of knowledge and acquaintance with various theories, and so learn to think for himself, rather than memorize the words and definitions of any one author and accept any conclusion tacitly at second hand.

3.—*Ethics.* Philosophy in its highest relations—viz.: to the conduct of life—is fittingly made the closing work of the College course. The instruction in Moral Science is not mainly in the line of duties, but of the underlying principles on which all duties rest. The question of the day most nearly affecting all

great moral and religious questions is: "What are the data of Ethics?" Nobody denies moral duties, but some deny any but a utilitarian ground on which to base them.

In this University distinctively Christian Ethics are taught: Morals in their relation with religion and with God.

In this connection, also, a prominent place is given to Christian evidences in their philosophic aspects. And it may be said that, as a whole, the work of the College, in all its departments, is intended to subserve the interests of an intelligent and vital faith in Jesus Christ as the Saviour and the Lord of men.

Political Science.

1.—*Political Economy.* Sociology, in its various aspects, is assuming large proportions in the attention of thinking men. Questions of labor and capital, of production and distribution, of taxes and tariffs, and of general commercial and industrial interest, are coming to the front. Every man is directly or indirectly concerned in them. There is a science in these things. The instruction in Political Economy in this College is designed to discover and teach this science. The student is encouraged to think for himself. Opposing theories in regard to economic questions at issue in the public mind—*e. g.*, Free Trade *versus* Protection—are fairly presented, with the arguments on both sides, and the student is encouraged to hold the balance even, and then to let the heaviest end go down.

A somewhat wide range of reading is recommended on this subject.

2.—*Science of Government.* It is believed that every citizen of a great republic like our own ought to know something of the principles of national government. How many so-called educated people never even read the constitution of their own country!

The design is to give the student in this study, as a part of the College curriculum, a practical knowledge of these great questions of governmental construction and policy which concern every citizen.

3.—*History.* We are all inseparably connected with the past. We build up on the past. History is not only behind us—it is beneath us and around us. The one limitless study is History, and there is a Philosophy of History. In our teaching of

ancient, of mediæval, and of modern History, the aim is, not so much to crowd and burden the mind with a mass of dry and meaningless dates—of royal marriages and births and deaths, of battles and revolutions and treaties—not so much this, as to discover the great and less obtrusive progression of races, the developments of civilization, and the real life of the people of the world.

The study of History, in various forms, is distributed through all the courses of the College.

4.—*Bible Study.* The study of the Bible will be pursued, not only with reference to its history, literature and poetry, but especially and chiefly with reference to its religion and morality, as containing a revelation of the way of salvation and a perpetual guide of life. Students in all the departments will be required to prosecute this study, as it is the most important of all.

Accessory Helps.

The advantages of a well-equipped college are not confined to the *curricula* of studies and the class-room instruction. There are many accessory helps that go far towards a thorough and truly liberal education. There is such a thing as an intellectual and moral atmosphere that invigorates and gives tone to the student's thinking and living. Culture comes from association, from influence, from example, from the silent tuitions of our every-day environment, hardly less than from the formal and stated instructions of books and living teachers. It is, therefore, the province of the college to generate this intellectual and moral atmosphere, and to gather around itself and its regular services of instruction these helpful accessories, this healthful educational environment. Hence libraries, museums, cabinets, laboratories, picture galleries, societies, reading-rooms, social and religious advantages, and, most of all, *character*, in the college *personnel*—these must not be ignored or lightly esteemed in the work of higher education.

In some of these accessories the Central University is well furnished; in others it has made a good beginning; in others still it waits on future growth.

The Library.

The Library of the University has been replenished during the present administration with a large number of standard and miscellaneous works. The College Library Club, an association among the Faculty and the friends of the College in the city, has placed upon the shelves a fine edition of Chambers' Encyclopædia, in ten volumes; Hallam's complete works, in six volumes; two octavo volumes of the British Essayist, the Great Speeches of Daniel Webster, Bancroft's History of the United States, six volumes; McMaster's History of the People of the United States; Green's History of the People of England, four volumes; Bowne's Metaphysics, Janet's Final Causes, and about fifty miscellaneous standard books. Besides these valuable donations from the Library Club, the following have been received from other sources:

Complete set of Addison's Works, English edition, six volumes; complete set of the works of De Quincy, six volumes; set of Emerson, five volumes; set of Hawthorne, six volumes; Irving's Works, complete, twelve volumes; Longfellow, complete, prose and poetry, six volumes; complete works of Motley, nine volumes, octavo; Prescott's Works, complete, fifteen volumes; Cook's Tremont Temple Lectures, eight volumes; works of James Russell Lowell, complete, five volumes; Worcester's Quarto Dictionary, unabridged, latest illustrated edition; Encyclopædia Americana; Baptist Cyclopædia, two large volumes, octavo. Valuable Public Documents, including the Official Gazette of Patent Office (weekly), the Census Report of 1880, etc., have been received through the courtesy of Senator Wilson and Representative Kasson.

The Reading-room.

The Reading-room is furnished with a good number of newspapers, magazines and reviews, of which the *Watchman*, of Boston; the *Oskaloosa Herald;* the *Journal* and *Messenger*, of Cincinnati; the *Standard*, of Chicago, are sent gratuitously by their respective publishers; and the Library Club places upon the tables the *Scientific American*, the *Atlantic*, the *Century*, *Harper's Monthly*, *Education*, *North American Review*, and *Good Literature*. We thus keep the College in close and constant connection with the thought of the world in science, art, philosophy and religion.

Apparatus and Laboratory.

The College has good working apparatus, illustrative of Physical Science in Mechanics, Acoustics, Optics, Electricity, Chemistry and Astronomy. Among these are:

Fine Refracting Telescope, elegantly mounted, 3½-inch object-glass, four eye-glasses, with Finder; of French manufacture; price, $250; the gift of Dea. Geo. W. Little, of Boston, Mass.

High-Power Microscope; made by Oberhaeuser, of Paris; with four eye-pieces and over fifty slides.

Surveyor's Compass, with outfit and levelling instrument; price, $100; the gift of Geo. D. Edmunds, Esq., of Boston.

Mr. R. R. Beard, Esq., a citizen of Pella, will erect this summer an Astronomical Observatory, containing a 6¼ inch telescope, equatorially mounted, and all other apparatus of a first-class observatory, including a Spectroscope. Our classes in Astronomy will have access to the Observatory by the kind permission of Mr. Beard.

The Cabinet.

The Cabinet contains several hundred specimens of minerals and natural products, including varieties of rocks of the different periods, native gold, silver and other ores, fossils, corals, gems, and rare specimens of mineralogy and geology.

The Hornish Cabinet.

A rare selection of specimens, valued at several hundred dollars, collected in Colorado and adjoining territory by J. K. Hornish, Jr., a former student, has been generously donated.

Literary Societies.

There are connected with the College three literary societies for improvement in rhetorical work and forensic debate. These are The Philomathian, composed of gentlemen only, and holding a weekly meeting on Friday evenings; The Alethian, composed of ladies only, and holding a weekly meeting on Friday afternoons; and The Advance, composed of both ladies and gentlemen, which meets on Friday afternoons.

The Philomathian and Alethian Societies occupy jointly a commodious and newly furnished Society Hall, in the College, and the Advance, also, has finished and furnished a large and beautiful hall in the College.

It is expected that every student shall join one of these societies, and perform the exercises appointed with promptness and care. These societies conduct their meetings with the utmost order and decorum, and the rhetorical work of the College in part is done in this connection. To this end, each of the societies is under the special supervision of one member of the Faculty—recognized in the society as the Faculty Critic—before whom each prepared exercise passes in rehearsal before it is presented on the society platform. In this way the required rhetorical work of the College, in writing and declamation, is mingled with the work of the society, to the advantage of both.

The College Paper.

A monthly fourteen-page paper is published by the students, called *The Central Ray*, which serves as a means of literary culture among the students themselves, a medium of communication between the Alumni and the present members of the College, and a general representative of the interests of the College to the outer world. The paper is ably edited, beautifully printed, and well sustained. The *Ray* has a good list of paying subscribers at 75 cents a year. Published monthly when the College is in session.

Religious Exercises.

As has been already said, the College was founded in the interest of Christian education. While conducted under the auspices of a particular denomination, in its spirit and teachings it is not exclusively sectarian. The students are required to attend religious services in the chapel daily, and public worship on the Lord's Day in one of the churches in the city.

In connection with the College are branches of the Young Men's and Young Women's Christian Associations, large and well sustained, which holds a regular Saturday evening prayer-meeting in the chapel, and exercise a Christian and healthful influence over the spiritual interests of the students. The Faculty are also connected with the associations, giving to them their personal support and their constant attention and care. All the members of the Faculty and a large majority of the students are professing Christians, members of some evangelical

church. The whole atmosphere of the College is strongly Christian.

Social Culture.

The College is open in all its departments to young men and young women alike. The Professors' chairs are filled, some by men and some by women. We hold that co-education in the class-room logically implies co-equality in the Faculty in the same direction. It is expected that the conduct of the students in their daily associations will be that of gentlemen and ladies. The life of the College is eminently social. The relations between the Faculty and the students are those of social recognition and personal acquaintance. Occasional gatherings are held, under the special auspices of some one of the societies, in which students and Faculty and invited friends spend an evening of social converse. We are endeavoring to realize, in a measure, the idea of a literary community, in which our students may gain not only an intellectual discipline, but also a social refinement and culture that shall enable them to feel at home and conduct themselves with propriety in good society.

Funds, Expenses, Etc.

It is our aim to bring the advantages of the University within the reach of those of moderate means. Not unfrequently the brightest and most promising students are those who have little or no money, and who must depend upon their own efforts to obtain an education. Often parents of small incomes wish to educate their children, and can do so best by moving to the College town, provided they can live at cheap rates.

All these considerations are met in very large measure by our Institution and its advantageous location. *All necessary expenses are very moderate.* Rents and the prices of all provisions are very low, and families come here purposely to educate their children.

Funds.

The assets of the College have been genereusly increased under the present administration. Many friends East and West

have joined in the effort for endowment. The largest donors are Maj. H. G. Curtis, of Atlantic, Ia., and Capt. E. G. Barker, of Macksburg, Ia., both Alumni, whose joint benefactions amount to about $40,000, a large part of which is set apart permanently for professorships and other special purposes. Four chairs have been endowed in part from the Curtis and Barker fund, two of which bear the names respectively of the donors, and two others have been named in recognition of special services rendered to the College by Rev. E. C. Spinney, D. D., and Rev. L. A. Dunn, D. D. The Chair of Physical Science has been endowed in part by Hon. J. K. Hornish, of Denver, Col., and bears his name. Several permanent scholarships of $500 each have been established, bearing the names of the donors, by means of which the College is able to grant eleemosynary aid to indigent and worthy students. Several thousand dollars have also been given, the income of which is applicable to the general purposes of the College.

Board.

One of the largest and finest buildings in the city, and convenient to the University, has been purchased for a *Young Ladies' Boarding Hall and Home.* The *Home* is presided over by a matron of experience and ability suited to the position. Good board, room, fuel and lights are furnished at $3.50 per week.

Board is also furnished to students in good private families at $3.00 to $4.00 per week, including room, fuel and lights. The *Central Boarding Association* is composed of students who occupy rooms in different places and take their meals together, *at actual cost.* During the past year, good table-board has been obtained at $2.00 per week. Rooms, ready furnished, can be obtained for about $1.50 per month, when two students occupy a room.

Tuition.

Our regular tuition has been reduced one-half from former rates. *It is now lower than at any other first-class College in the State.* We are able to make these rates only in consideration of the increase of our permanent funds. The price of tuition goes only a short way towards paying for the instruction given. No student with us pays one-fourth the actual cost of instruction

given him. This is a point to be noted when considering the question of college education. Our rates are as follows:

In any of the College Courses—$6.00 per term; $18.00 per year.

In the Preparatory Courses—$5.00 per term; $15.00 per year.

Incidentals—$3.00 per term; $9.00 per year.

The tuition for Instrumental Music varies with the number of lessons given—usually $10.00 per term, and $3.00 for use of instrument.

For Vocal Music—$10.00 per term.

Tuition in Drawing and Painting—From $4.00 to $10.00, according to grade of work.

A small extra charge of $1.00 each will be made to the students in Chemistry, to pay in part for the material used.

☞ Tuition to the sons and daughters of evangelical ministers, $4.00 only, per term, in the Collegiate Department, and $3.00 in the Academic.

☞ Tuition will be *free* to all accredited students for the Christian ministry of any evangelical denomination.

Term bills must be paid in advance.

Degrees.

Students who complete the regular Classical Course will receive the degree of *Bachelor of Arts.* Those who complete the Philosophical Course will receive the degree of *Bachelor of Philosophy,* and those who complete the Scientific Course will receive the degree of *Bachelor of Science.*

Graduates of three years' standing who have been engaged in study, teaching, or literary pursuits, are entitled to receive the *second* degree in their respective courses.

The degree of Ph. D.—*Doctor of Philosophy*—will not be conferred *causa honoraria,* but only on such graduates of the University, or of other colleges, as shall sustain a rigid examination upon advanced courses of study equivalent to two full years, one study as a specialty extending through the two years, and also shall prepare and read before the Faculty an extended thesis on some subject connected with their specialty.

The fee for graduation, and for any subsequent degree, in course, is five dollars.

Special Donations.

The Central University gratefully acknowledges the donation of his splendid private library from Rev. N. W. Miner. D. D., of New York. Also the donation of a fine chapel organ from the celebrated manufacturers, Messrs. J. Estey & Co., of Brattleboro, Vt. Also a very fine donation of Philosophical and Theological books, the recent publications of the Scribners, from Dea. Geo. W. Little, Dea. S. P. Hill, and Geo. D. Edmands, Esq., of Boston.

The Bousquet Prize.

Peter H. Bousquet, Esq., of Pella, has established what is to be known as the Bousquet Prize of $100, the interest of which is to be awarded each year "to the member of the graduating class furnishing the best original production at Commencement; but the prize shall not be awarded to any person who is an avowed infidel or atheist in sentiment." The prize at the last Commencement was awarded to Miss E. L. McCully.

Catalogue of Students.

COLLEGE DEPARTMENT.

Graduates of 1885.

Nellie Cassatt, B. A.,		Pella.
Julia Josephine Jordan, B. A.,		Waubeck.
Henry Nollen, B. S.,		Pella.
John Scholte Nollen, B. A.,		Pella.
Edward Seagrave Plimpton, B. A.,		Denison.
John William Blattner,		Prairie City.

Senior Class.

Milford Montgomery Hammel,	Sc.	Pella.
William Arbuckle Nelson,	Cl.	Humeston.
Minnie Edmand,		Pella.

Junior Class.

Robert Newton Beck,	Cl.	Bloomfield.
Horace Tool De Long,	Cl.	Monroe.
Carrie Edmand,	Ph.	Pella.
Dwight Carpenter Townsend,	Cl.	Tabor.
Clara Elizabeth Tripp,	Ph.	Pella.

Sophomore Class.

George W. Bowen,	Cl.	Lodi, Dak.
Francis Haller Keables,	Ph.	Pella.
Herman Rietveld,	Cl.	Pella.
Will Lyon Thickstun,	Cl.	Pella.
Alice Lutitia West,	Ph.	Pella.

Freshman Class.

Norman H. W. Brown,	Cl.	Pella.
William Henry Curtis,	Cl.	Atlantic.
Eldora Thankful Hill,	Ph.	Monroe.
Benjamin Samuel Knapp,	Cl.	Allerton.
Agnes Kuyper,	Ph.	Pella.
Clarence Milo Lee,	Ph.	Macksburg.
Ota Livingston,	Ph.	Monroe.
Bushie Long,	Cl.	Indianola.
John Gradwohl Wirth,	Cl.	Jesup.

ACADEMIC DEPARTMENT.

Third Year.

Nevada Beal,	Ph.	Corydon.
Nettie H. Bryson,	Ph.	Keota.
Cora M. Everett,	Cl.	Allerton.
Herbert Harrison Nelson,	Cl.	Agency.
Abner H. Stigers,	Cl.	Oskaloosa.

Second Year.

Abraham Everarde Bousquet,	Ph.	Pella.
Will Rutledge Beck,	Cl.	Bloomfield.
Louem Donley,	Ph.	Knoxville.
William Judson Edwards,	Cl.	Osceola.
Fritz Charles Gleichmann,	Cl.	Wakefield, Mass.
Edward Warren Greenlee,	Ph.	Humeston.
Mary Elizabeth Howell,	Ph.	Pella.
Margaret Given Hamilton,	Ph.	Pella.
Anna Marcia Lovell,	Ph.	Pella.
Emma McCully,	Ph.	Pella.

First Year.

Lydia Grace Aitchison,	Ph.	Cascade.

Anna Caroline Bousquet,	Ph.	Pella.
Jennie Bodenham,	Ph.	Livermore.
William H. Blakely, Jr.,	Ph.	Olivet.
Mary Elizabeth Bowen,	Ph.	Lodi, Dak.
Leonard Colyn,	Ph.	Pella.
Millie Winifred Donley,	Ph.	Knoxville.
Mary Lillian Dorward,	Ph.	Pella.
Etta Frances Edgerton,	Ph.	Lacy.
Jacob De Hahn,	Ph.	Pella.
Joseph L. Fober,	Ph.	Cascade.
Charles Seymour Johnson,	Cl.	Milwaukee, Wis.
Grant Roland Jones,	Ph.	Webster City.
Stella Kellenbarger,	Ph.	Killduff.
Nellie H. Knapp,	Ph.	Allerton.
Henry Scarff Morgan,	Ph.	Pella.
Fred Enno Morgan,	Ph.	Pella.
Lydia Ann Rush,	Ph.	Fairmount.
Loren Eldridge Sperry,	Ph.	Knoxville.
Arthur Sperry,	Ph.	Washington, D. C.
Cora Helen Scarff,	Ph.	Pella.
Myrtle Welch,	Ph.	Bowling Green, Mo.
Jennie Welch,	Ph.	Pella.
Jesse U. Wolf,	Cl.	Milwaukee, Wis.

ENGLISH PREPARATORY DEPARTMENT.

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Elizabeth Ann Clutter,	Pella.
Cora Grace Churchill,	Fairmount.
Andy J. Cleveland,	Knoxville.
Fannie Coffman,	Flagler.
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James Preston Durham,	Durham.
Mattie Durham,	Durham.
Zoa Myrtle Dalrymple,	Monroe.
Maud May Griffith,	Granger, Ind.

Jennie Gertrude Harmsen,	Pella.
S. H. Hankins,	Grinnell.
James Johnson,	Pleasantville.
Emma Johnston,	Columbia.
Smith Lewis Johnson,	Pleasantville.
Minnie May Keran,	Allerton.
Ella May Long,	Indianola.
Reynear Lewis Ludlam,	Highland Center.
Andrew Curtin Lovell,	Glasgow, Pa.
Wallace Horton Livingston,	Monroe.
Robert Sherman Luse,	Oxford.
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James Irwin Montgomery,	Fairmount.
Dora Elizabeth Markel,	Pella.
Emma Bell Noffsinger,	South English.
Amanda Norton,	Keota.
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Mary Belle Westenhaver,	South English.
Ivan Weigand,	Durham.
Phebe Weigand,	Durham.
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Sarah Evaline Waln,	Durham.
Mary Etta Waln,	Durham.
Julia Ann Welch,	Pella.
Nellie Burt Tade,	Bonaparte.
Adam Thomas Thompson,	Olivet.

Specials.

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FREE-HAND WORK—CLASS B.

W. W. Koek,
Estelle Somerby,
Alice L. West,
Annie G. Balch,
Horace T. De Long,
Mary E. Forsyth,
Lulu A. Monohon,
Peter H. Stubenrauch,
Geo. J. Thomassen, Jr.,
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Henry Nollen, Jr.,
Herman Rietveld.

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INSTRUMENTAL MUSIC.—W. AND S. TERM.

Lydia Aitchison,
Myrtle Dalrymple,
Elizabeth Grandia,
Nellie B. Tade,
Elizabeth Markel,
Mary Westenhaver,
Alice Woodworth,
Cornelius Toom,
Nora Scholte.

VOCAL MUSIC.—FALL TERM.

J. Y. Aitchison,
W. H. Curtis,
Nevada Beal,
Frank Keables,
J. P. Hunt,
A. Van Maren,
B. S. Knapp,
H. H. Nelson,
C. S. Johnson,
J. U. Wolf,
D. C. Townsend,
Alonzo Keables.

INSTRUMENTAL MUSIC.

Clara E. Tripp,
Maud M. Griffith,
Lydia Aitchison,
Cora Everett,
J. Fober.

General Summary.

In College Department,	28
In Academic Department,	39
In English Preparatory Department,	43
In Art Department,	16
In Instrumental Music,	14
In Vocal Music,	12
Aggregate,	152
Counted twice,	26
Total,	126

The above represents the whole number of different students who have been in attendance at the University for the three terms of the calendar year 1885.

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